

PLANNING TOOL

SPHE Learning Outcomes mapped to *Living Love Senior Cycle* units

Supporting teacher planning

The Senior Cycle SPHE Specification has three strands, listed below. The individual learning outcomes for each strand are mapped to the *Living Love Senior Cycle* content to support teacher planning.

Strand 1: Health and Wellbeing	Strand 2: Relationships and Sexuality	Strand 3: Into Adulthood
• Factors that influence health and wellbeing generally • Fostering positive mental health • Coping with emotional or mental health challenges • Safely managing social situations	• Healthy relationships • Gender, culture and social norms • Abusive and violent relationships • Sexual health	• Self-management and self-care skills • Rights and responsibilities before the law • Ways to advocate for and create greater equality

How the mapping is organised

The sections below are organised by *Living Love Senior Cycle* module and unit.

For each unit, the relevant Senior Cycle SPHE learning outcomes are listed, followed by the applicable Key Assignment(s).

IDENTITY MODULE

1.1 Human Dignity

Learning Outcome	Senior Cycle SPHE Specification
3.4	summarise accurately their rights, responsibilities and protections before the law as a young adult with reference to online communicating, consent, alcohol and drug use, their work-place rights and right to access services.
3.6	recognise when people are experiencing discrimination and demonstrate the skills needed to express solidarity in a range of situations

KEY ASSIGNMENT

- I gathered information about one group of people who are experiencing discrimination and I reflected on practical ways that I can show solidarity with them. Strand 3
- I designed a resource, e.g. poster, flyer, short video etc, to let my peers know about their workplace rights or their rights and responsibilities in online communications, before the law. Strand 3

1.2 Valuing Myself

Learning Outcome	Senior Cycle SPHE Specification
1.1	explore the determinants of good health
1.2	investigate ways a person can influence their holistic health, including physical activity, food, sleep, social connections, positive self-image and connecting with nature, and discuss how these are related
1.4	explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood-altering drugs, and one's self-image and identity
1.5	recognise helpful and unhelpful thinking patterns, including negative self-talk, and how these can affect emotions and behaviour
1.6	describe and draw on a variety of strategies that can help regulate and manage thoughts and emotions in order to nurture positive mental health

KEY ASSIGNMENT

- I gathered information on the factors that influence holistic health and made a plan to improve one aspect of my health. Strand 1
- I collected information on the power of sleep, reflected on what this means for me and made a plan to improve my sleep, if necessary. Strand 1

1.3 Resilience

Learning Outcome	Senior Cycle SPHE Specification
1.5	recognise helpful and unhelpful thinking patterns, including negative self-talk, and how these can affect emotions and behaviour
1.6	describe and draw on a variety of strategies that can help regulate and manage thoughts and emotions in order to nurture positive mental health
1.7	recognise the signs and symptoms of low mood, stress and anxiety in themselves and others and recognise when help should be sought, where to go and how to access help if needed
1.8	discuss ways of responding to low mood, stress and anxiety
3.1	consider strategies for self-care that can help maintain health and prevent ill-health
3.2	demonstrate self-management skills necessary for life

KEY ASSIGNMENT

- I made a chart/poster/graphic/pamphlet/infographic/video to explain the difference between low mood and depression and signposted where and how young people can access reliable help and support if they are worried about their own or someone else's mental health. Strand 1
- I created a short presentation on one important factor that affects young people's emotional wellbeing and reflected on what this means for me. Strand 1
- I have become more aware of my thoughts, feelings and behaviours and I created a checklist of strategies that I think will help me to manage myself better emotionally. Strand 1

1.4 Gender and Identity

Learning Outcome	Senior Cycle SPHE Specification
2.4	examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives.

KEY ASSIGNMENT

- I created a short presentation showing how positive and harmful attitudes around gender are visible in the media. Strand 2

1.5 Gender Dysphoria

Learning Outcome	Senior Cycle SPHE Specification
2.4	examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives.

1.6 Pornography

Learning Outcome	Senior Cycle SPHE Specification
1.4	explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood altering drugs, and one's self-image and identity
1.9	explain the pathways towards addiction, the signs and consequences of different kinds of addictions and where to go and how to access help, if needed
2.4	examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives.
2.7	investigate the possible influence of pornography on attitudes, behaviours and relationship expectations and what supports are available for those impacted by pornography

1.7 Keeping Safe Online

Learning Outcome	Senior Cycle SPHE Specification
1.4	explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood altering drugs, and one's self-image and identity
2.4	examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives.
2.8	discuss image-based abuse, sexual harassment, sexual assault and rape, and what to do and how to seek support if they or someone they know has experienced any of these.
3.4	summarise accurately their rights, responsibilities and protections before the law as a young adult with reference to online communicating, consent, alcohol and drug use, their work-place rights and right to access services.

RELATIONSHIPS MODULE

2.1 Strong Relationships

Learning Outcome	Senior Cycle SPHE Specification
2.1	demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-ups

2.2 Dating and Attraction

Learning Outcome	Senior Cycle SPHE Specification
2.2	reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships

2.3 Navigating Relationships

Learning Outcome	Senior Cycle SPHE Specification
2.1	demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-ups
2.2	reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships
2.3	discuss the need for consent and the importance of care, respect, empathy, trust and mutual pleasure within a sexual relationship.
2.5	identify and consider common signs of abusive relationships, including coercive control
2.6	explore the root causes and consequences of domestic, sexual and gender-based violence (DSGBV), and outline the supports and services available, and protections under the law
2.8	discuss image-based abuse, sexual harassment, sexual assault and rape, and what to do and how to seek support if they or someone they know has experienced any of these.
3.3	explore a range of life events where they might experience change, loss or heartache and discuss how to care for themselves and/or others during these times and where to find support

3.4

summarise accurately their rights, responsibilities and protections before the law as a young adult with reference to online communicating, consent, alcohol and drug use, their work-place rights and right to access services.

KEY ASSIGNMENT

- I participated in a series of role plays/scenarios, showing how to communicate effectively in different situations such as conflict, communicating boundaries, ending a relationship. Strand 2
- I created a short presentation to highlight warning signs in an intimate relationship (including signs of abuse or coercive control) and what healthy relationships look and feel like. This included signposts to relevant supports. Strand 2
- I examined case-studies and/or relationship scenarios and suggested possible resolutions/ responses, based on respect and care for self and others. Strand 2
- I created a short presentation on how the law protects people from abusive relationships (including stalking, image-based abuse and domestic, sexual and gender-based violence) Strand 2 and 3

2.4 What is love?

Learning Outcome	Senior Cycle SPHE Specification
2.2	reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships

2.5 Marriage and Family

Learning Outcome	Senior Cycle SPHE Specification
1.4	explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood altering drugs, and one's self-image and identity
2.1	demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-ups
2.2	reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships
3.3	explore a range of life events where they might experience change, loss or heartache and discuss how to care for themselves and/or others during these times and where to find support
3.6	recognise when people are experiencing discrimination and demonstrate the skills needed to express solidarity in a range of situations

2.6 Sex

Learning Outcome	Senior Cycle SPHE Specification
2.1	demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-ups
2.2	reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships
2.3	discuss the need for consent and the importance of care, respect, empathy, trust and mutual pleasure within a sexual relationship

RESPONSIBILITIES MODULE

3.1 Making Good Choices

Learning Outcome	Senior Cycle SPHE Specification
3.5	demonstrate the confidence and skills needed to be their own person and be able to advocate for themselves and others, even if it means standing out from the crowd

KEY ASSIGNMENT

- I have reflected on the skills I will need to be able to take care of myself when I move on from school and I've created a plan to develop and practice some of these skills now. Strand 3

3.2 Consent

Learning Outcome	Senior Cycle SPHE Specification
2.3	discuss the need for consent and the importance of care, respect, empathy, trust and mutual pleasure within a sexual relationship.
2.8	discuss image-based abuse, sexual harassment, sexual assault and rape, and what to do and how to seek support if they or someone they know has experienced any of these.
3.4	summarise accurately their rights, responsibilities and protections before the law as a young adult with reference to online communicating, consent, alcohol and drug use, their work-place rights and right to access services.

KEY ASSIGNMENT

- I created a fact sheet for young people entitled 'Consent – What you need to know?' Strand 2

3.3 Understanding Fertility

Learning Outcome	Senior Cycle SPHE Specification
2.9	understand the components of sexual health including fertility across the life-cycle, reproductive choices, sexual functioning, safer sexual practices, possible responses to an unplanned pregnancy, and how to access sexual health information and services.

3.4 Proactive Health

Learning Outcome	Senior Cycle SPHE Specification
1.1	explore the determinants of good health

3.1	consider strategies for self-care that can help maintain health and prevent ill-health
3.2	demonstrate self-management skills necessary for life
2.9	understand the components of sexual health including fertility across the life-cycle, reproductive choices, sexual functioning, safer sexual practices, possible responses to an unplanned pregnancy, and how to access sexual health information and services.

3.5 Women's Safety

Learning Outcome	Senior Cycle SPHE Specification
1.10	discuss and devise ways to safely manage social situations where their own or others' health or safety may be at risk.
2.4	examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives.
2.6	explore the root causes and consequences of domestic, sexual and gender-based violence (DSGBV), and outline the supports and services available, and protections under the law
2.7	investigate the possible influence of pornography on attitudes, behaviours and relationship expectations and what supports are available for those impacted by pornography
3.6	recognise when people are experiencing discrimination ³ and demonstrate the skills needed to express solidarity in a range of situations

KEY ASSIGNMENT

- I created a short presentation on how the law protects people from abusive relationships (including stalking, image-based abuse and domestic, sexual and gender-based violence) Strand 2 and 3

3.6 Alcohol and Drugs

Learning Outcome	Senior Cycle SPHE Specification
1.3	examine social norms, attitudes and beliefs related to alcohol, tobacco/vaping and substance use
1.4	explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood altering drugs, and one's self-image and identity
1.9	explain the pathways towards addiction, the signs and consequences of different kinds of addictions and where to go and how to access help, if needed

1.10

discuss and devise ways to safely manage social situations where their own or others' health or safety may be at risk.

3.4

summarise accurately their rights, responsibilities and protections before the law as a young adult with reference to online communicating, consent, alcohol and drug use, their work-place rights and right to access services.

KEY ASSIGNMENT

- I made a list of tips for how to stay safe when out socialising and included advice on what to do if myself or someone I know gets into difficulty. Strand 1
- I designed an awareness campaign for people my age highlighting the signs, risks and consequences of different kinds of addictions, and how and where to seek support for an addiction. Strand 1

3.7 Let's Go!

Learning Outcome	Senior Cycle SPHE Specification
3.5	demonstrate the confidence and skills needed to be their own person and be able to advocate for themselves and others, even if it means standing out from the crowd

KEY ASSIGNMENT

- I wrote a letter to my 12 year old self, with advice about how to make it through adolescence, make healthy choices and be your own person. All three strands
- I created a 'notice-board' of relevant, trust-worthy and useful websites, services and supports for health and wellbeing that would be helpful for young people to know about. All three strands